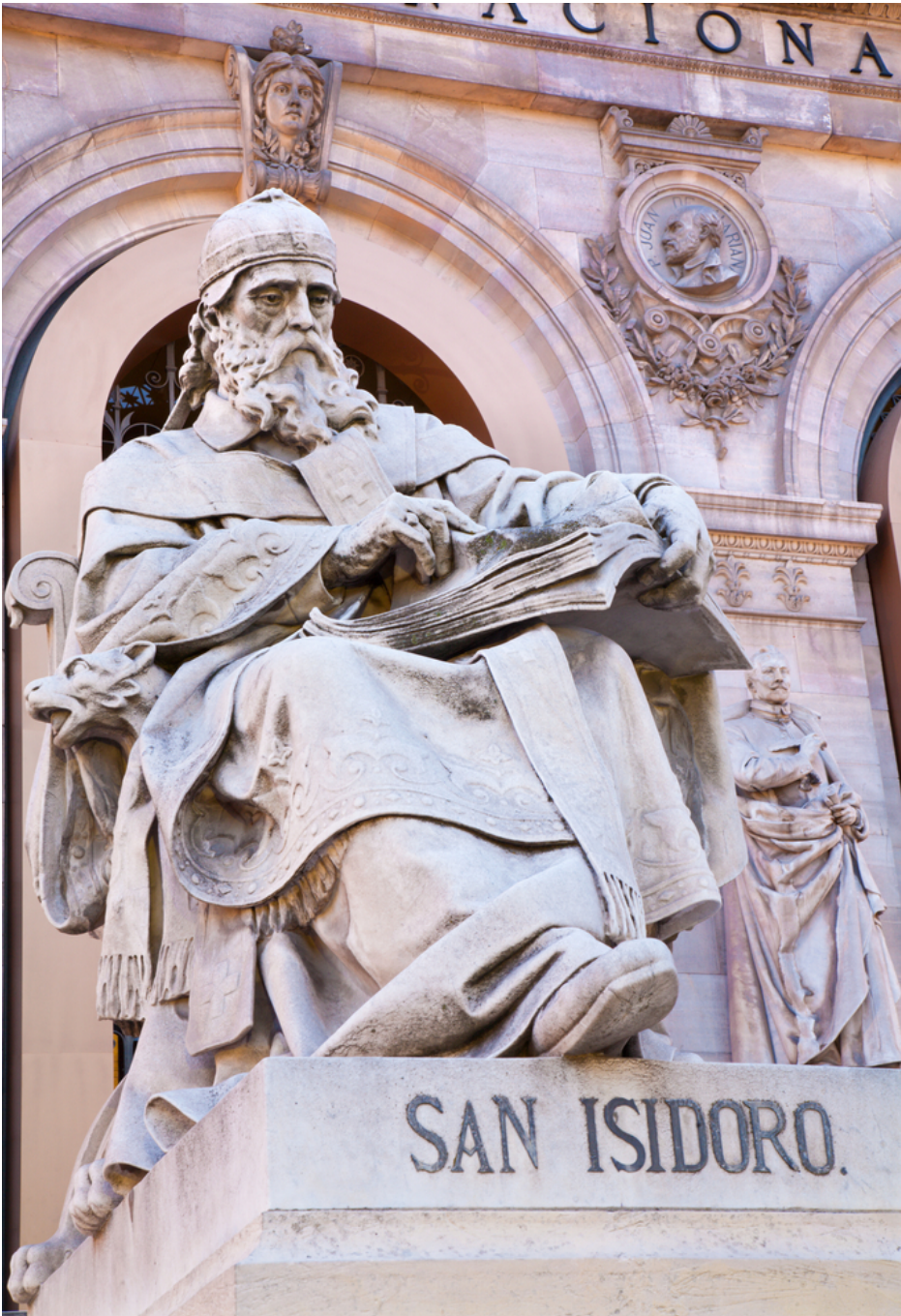


Greek and Latin Roots of English



COURSE INFO

M-W

2:45-4:40pm

INSTRUCTOR INFO

Ian Tewksbury

iantewks@stanford.edu /

iantewksbury@gmail.com

OFFICE HOURS

After class, or by
appointment.

COURSE DESCRIPTION

The primary objective of this course is to improve students' comprehension of the English language through the study of ancient Greek and Latin word roots. We will accomplish this by (1) learning Greek and Latin vocabulary, (2) studying the transmission and transformation of this vocabulary in the English language, and (3) exploring the linguistic and cultural contexts that shaped these languages in antiquity and modernity. Upon completion of this course, students will be able to identify and 'break down' classical language components in unfamiliar English words, which will enrich their composition and analytical skills and prepare them for vocabulary portions of standardized exams. Texts:

PARTICIPATION

The best way to learn to parse unfamiliar words is to practice that skill. To that end, much of course time will be spent on exercises aimed to both improve your command of Greek and Latin semantic elements and to guess a word's meaning intelligently from those elements. In order to participate fully, you are expected to have carefully looked over and learned (not simply read) the assigned chapter from Dunmore and Fleischer: in particular, I will ask you to memorize the bolded prefixes, stems, and suffixes in each chapter. I recommend flashcards, but you can choose to memorize them any way you like. This material will be the basis for the quizzes and tests..

TEXTBOOKS AND RESOURCES

Dunmore, Charles W., and Rita M. Fleischer. *Studies in Etymology*. 2nd edition. Focus Publishing: Newburyport, MA, 2008.

Access to a thorough English dictionary, in print or online (e.g. the OED online).

GRADING

Midterm	15%
Final	25%
Daily HW	15%
Quizzes	15%
Participation	30%

Daily Homework

Daily practice and participation are essential for making progress in new language acquisition. I will also assign daily homework assignments drawn largely but not exclusively from the exercises at the end of each chapter of Dunmore and Fleischer. Other assignments will involve readings that will be the basis of in-class discussion. I will collect any written assignments at the beginning of class.

COURSE POLICIES

Statement on Accessibility

We are committed to ensuring that all students are able to learn and grow in this course. Students who may need academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (oae.stanford.edu).

Additional Campus Support

Academic support: the Summer Academic Resource Center (SARC) offers free tutoring (sarc.stanford.edu); free writing and speaking tutoring is offered at Stanford Hume Center (undergrad.stanford.edu/tutoring-support/hume-center).

Financial support: for assistance with the cost of course textbooks, supplies, materials and/or fees, contact the Diversity & First-Gen Office (diversityandfirstgen.stanford.edu).

Emotional support: counseling, psychological services, and wellbeing services are available through Vaden (vaden.stanford.edu/caps-and-wellness).

Honor Code

We teach and study at a university that lives by an Honor Code. The official language below explains what this means in terms of you should *not* do, which is important, but the Honor Code is also about what we *should* do. It is about our personal and academic integrity in relation to the other people, and it expresses our commitment to living, working and interacting with integrity. This doesn't mean we are perfect and get it right all the time, but it does mean that we care very deeply and that we strive to live this way, every day.

Here's the official language: "The Honor Code is an undertaking of the students, individually and collectively: that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading; that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code."

(<https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard>)